DOCUMENT RESUME

ED 207 147 EA 013 857

AUTHOR Black, John C.
TITLE How to Improve and Evaluate the Principal's Performance.
PUB DATE Apr 81
NOTE 8p.; Paper presented at the Annual Meeting of the National School Boards Association (41st, Dallas, TX, April 11-14, 1981).

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Administrator Evaluation; Elementary Secondary Education; *Evaluation Methods; *Merit Pay; *Principals; Program Descriptions

ABSTRACT

The Keystone Oaks school district uses an administrative salary plan based on merit. First implemented in the 1975-76 school year, the plan has been revised and refined each year since and has produced measureable improvement in performance. Each administrative position in the district has a job description that was developed cooperatively by the administrator holding the position and the assistant superintendent. Each item in the job description has 10 Key Results Areas (KRAs) that list what must be done to insure that the item is satisfactorily performed. Increases in salary are based entirely on this evaluation. The assistant superintendent evaluates all the administrators during meetings that take place three times a year (August, January, and May), when changes in job descriptions and KRAs can be made. Great weight is placed on documentation to support the administrator's self-evaluation which he or she gives during the May meeting. At the end of the 1980-81 school year the school board (which approves the reward system each year before it sees individual evaluation reports) gave salary increases only to those administrators who scored 3.5 or better on a six point scale. Administrators scoring below that level did not even receive cost-of-living adjustments. A few outstanding administrators received 11 percent raises while the group average was 9.5. (Author/IRT)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED207147

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

1981 NSBA CONVENTION/DALLAS, TEXAS APRIL 11-14
SPEAKER Black CLINIC NO C-47

John C. Black C-47

HOW TO IMPROVE AND EVALUATE THE PRINCIPAL'S PERFORMANCE

(I will be speaking from notes, not from a prepared text, so what follows is provided for media information only.)

At Keystone Oaks we use an evaluation system that is fair, open and workable. Both administrators and board members can understand it. Principals know what they have to do under the system to improve their work and to gain the rewards that merit brings.

Each administrator has a job description that was mutually developed by the incumbent and the superintendent. The key to the success of the evaluation system, however, is the writing of a series of ten Key Result Areas (KRAs) which delineate just what specific things the incumbent must do to complete the requirements of his job description satisfactorily. The degree to which he accomplishes the KRAs determines his merit standing for pay purposes.

The Dale Carnegie Management Seminar teaches the use and applicability of Key Result Areas. The concept fit beautifully into the Keystone Oaks evaluation model.

Three times a year (September, January, May) the assistant superintendent meets privately with the sixteen district administrators to review their job descriptions and KRAs. These meetings, especially the final one in May, might last as long as four hours. At the May meeting the administrator must

EA 013 857

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
J C Black
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

defend his own self-evaluation with documentation of his actions and accomplishments over the prior ten months.

At Keystone Oaks the School Board decides the extent of the reward system. That is, they attach a dollar amount or percentage increase to each point in the evaluation scale. This past year, for example, they decided to give an increase in salary only to those administrators who scored above average (3.5 on a six-point scale). Administrators scoring average or below received no increase, not even a cost-of-living adjustment. A few outstanding administrators received 11% raises; the group average was 9.5%.

The Board approves the reward system before they receive the individual evaluation reports. This means they place full confidence in the superintendent and assistant superintendent to conduct the evaluations fairly and honestly. The Board has never asked that a rating be changed in the five-year history of the Keystone Oaks salary plan.

Attached are the handouts to be distributed to the audience on April 12, 1981. They clearly illustrate how the KRAs are used to determine the quality of the administrator's work.

Enclosure

Improving and Evaluating the Principal's Performance

The Keystone Oaks School District developed an administrative salary plan based on merit that was first implemented in the 1975-76 school year. The plan has been reviewed and refined in each of the years since 1976-77. Use of this evaluation system has produced measurable improvement in performance.

Here are the features of the Keystone Oaks plan:

1. Each position has its own job description developed cooperatively by the administrator and assistant superintendent with the approval of the superintendent and board.

2. Each item in the administrator's job description is expanded in a Key Result Area format developed cooperatively by the administrator and assistant superintendent. These KRAs follow the design developed by the Dale Carnegie Management System. Stated simply, each KRA is a list of things that must be done to insure that each job description item is satisfactorily completed. (See handout)

3. Increases in salary are achieved through performance only. There is no credit given for advanced degrees or years of experience. The establishment of a hierarchy of positions and of bases for each was accomplished during the first year of the plan. Modifications have occurred in the intervening years.

4. The assistant superintendent evaluates all sixteen administrators in the plan, meeting with them in August, January and May for up to a half day each. Changes in job descriptions and KRAs are made as needed. Performance Objectives common to MBO systems are not a part of the Keystone Oaks plan.

5. Great weight is placed on documentation to support the administrator's self-evaluation in the May conference with the assistant superintendent.

JOB DESCRIPTION

POSITION: Elementary Principal

DIRECTLY RESPONSIBLE TO: Assistant Superintendent

RESPONSIBLE FOR: Elementary Teachers

OUTLINE OF FUNCTIONS:

The Elementary Principal shall:

1. observe and evaluate teachers for the purpose of rating and improving their instructional techniques.

2. prepare the master schedule for all curriculum programs and assign all teachers to provide for the most effective utilization of staff, equipment and materials in terms of the most benefit to each individual student.

3. participate in the recruiting, interviewing and the selection of candidates for elementary positions; to approve teachers who wish to participate in student teacher programs at the elementary level; and to make all the necessary arrangements to provide for substitute teachers, including their orientation to the building and monthly reports.

4. direct and facilitate all activities in the exceptional children programs and to participate in pupil personnel team activities.

5. assist in curriculum revision, curriculum evaluation and interpretation of programs designed for the specific needs of the students; to approve all requisitions, purchase orders for supplies and other instructional material; and oversee the preparation of all other required reports such as data on attendance, enrollment figures, fire drills, etc.

6. oversee the condition of assigned building and grounds and recommend changes for their maximum utilization.

7. assume a participatory or leadership role in the activities of parent and community groups that are associated with the school.

8. assist in providing for the continuous in-service development of teachers and other personnel; and to participate in policy formulation and implementation and in updating overall performance by attending workshops, conferences, etc.

9. maintain pupil discipline.

10. be responsible for the extracurricular program which includes all athletic, musical, dramatic, journalistic and academic functions.

KEY RESULT AREA #1: To observe and evaluate teachers for the purpose of rating and improving their instructional techniques.

PERFORMANCE STANDARDS: The job of elementary principal in this key result area will have been satisfactorily performed when:

1. all first year teachers will have been observed in a classroom teaching situation from thirty to sixty minutes, a minimum of five times a year; second year teachers, a minimum of three times a year; and tenured teachers, a minimum of two times a year;

2. all observations are followed no earlier than one day and no later than one week with a conference concerning the lesson observed;

3. sufficient data have been collected to provide meaningful conferences;

4. all conferences are informal but designed to help teachers improve themselves with suggestions for improvement from the observer along with compliments when a job is well done;

5. conferences have been held which both teacher and principal agree are helpful in improving instruction;

6. the written summary of the conference contains some mutual goal-setting, and specific suggestions are listed to improve instruction;

7. the employee has the opportunity to utilize a copy of the evaluation instrument for a self-evaluation;

8. a meeting with each teacher is held at the end of year to discuss final rating before such rating is submitted to the central office;

9. he can demonstrate that the results of observations and conferences are utilized in planning appropriate in-service programs;

10. teacher receives a rating that is fair and appropriate to his/her performance;

11. he can demonstrate that he can work effectively with teachers to eliminate particular teaching behaviors that create problems for children, colleagures or community.

CKG

Administrative Salary Plan
1980 Revision

June 16, 1980

1. The Key Result Areas (KRA's) of the present plan form a suitable base for the administrative compensation plan. Compensation will be based on the application of an instrument/process which assigns a value to the extent to which the KRA's have been effectively performed.

2. It shall be the responsibility of the superintendent and assistant superintendent to make a determination of the extent of effective performance. That determination shall be made after the administrator has had ample opportunity to present supporting documentation.

3. Within thirty days following the evaluation session with the assistant superintendent, a written document will be returned to the administrator. This document will specify areas of strength and/or weakness and will include a rationale for the rating given.

4. A broad assumption will be made that a given administrator's salary will never be less than that paid the previous year.

5. The following levels of performance effectiveness will be assigned to each administrator's KRA's:

   Unacceptable - Evidence indicates that little or no effort was made to perform in this area and/or that little or no success was realized.

   Below Average - Minimal evidence that effort was made and/or minimal evidence that efforts were successful.

   Acceptable - Evidence to indicate that effort was made and that efforts were minimally successful.

   Average - Evidence that expected effort was made and expected results attained.

   Above Average - Evidence that greater than expected effort was made and greater than expected results achieved.

   Superior - Evidence of superior effort with superior results, beyond scope of KRA.

   Outstanding - Outstanding effort with outstanding results, well beyond scope of KRA.

6. For every administrator there are ten KRA's mutually developed from his or her job description. Each KRA shall be assigned a value for 0 (Unacceptable) to 6 (Outstanding). An average shall be taken and rounded (if necessary) to the nearest number on the following scale:

Point Total	Average	Overall Rating	Result
0 - 2	0	Unacceptable	No Increase
3 - 7	0.5	Unacceptable	"
8 - 12	1.0	Below Average	"
13 - 17	1.5	Below Average	"
18 - 22	2.0	Acceptable	"
23 - 27	2.5	Acceptable	"
28 - 32	3.0	Average	"
33 - 37	3.5	Above Average	Merit Increase
38 - 42	4.0	Above Average	"
43 - 47	4.5	Superior	"
48 - 52	5.0	Superior	"
53 - 57	5.5	Outstanding	"
58 - 60	6.0	Outstanding	"

7. Each year in May the Board President shall form a committee to study administrative salaries. The superintendent and assistant superintendent will provide this committee with data on comparable salaries, cost of living, and other matters of interest to the committee. After studying these data, the committee shall make recommendation to the full Board regarding the appropriate increase for the various ratings using either a percentage system or fixed dollar figure.

8. The salary of a new administrator shall be determined by the Board and the superintendent.

9. The superintendent shall recommend to the Board an adjustment in salary regarding any individual for the following reasons: a change in responsibilities; inequity within the plan; additional merit; promotional adjustment; and factors which the superintendent believes are appropriate.

10. If the administrator is dissatisfied with the rating, an appeal can be made to the superintendent. At that time the administrator shall present his or her evidence to justify a higher rating. The superintendent will be the final judge.